

## Implementation of Project-Based Learning (PjBL) Model in Nurturing Literacy Skill at Namira School Probolinggo Elementary School

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**Abstract:** Literacy is a key skill for the future, as good literacy enables one to understand, analyze, and use information effectively. At the moment, literacy is of little interest to students. It causes a lack of student ability in literacy. Literacy is boring for students. Even though literacy is necessary for daily life and useful in various fields, the disinterest of students makes Indonesia's literacy scores the worst in the world. This study aims to describe the implementation of the project-based learning (PjBL) learning model on students' literacy skills at Namira School, Probolinggo Elementary School. Methodology A qualitative approach with a naturalistic inquiry type of research is the approach used in this study. Data collection in this investigation used several techniques, namely interviews, observation, and documentation. Based on the results of the study, it can be concluded that teachers have succeeded in improving literacy skills in 4th grade students at Namira School Probolinggo Elementary School, especially in science literacy. This is evident from the presentation results for each group. All groups are able to explain the changes in the form of substances that occur, namely the change in the form of liquid to solid substances that occur in pudding.

**Keywords:** Literacy skills; Project Based Learning (PjBL) learning model.

**Abstrak:** Literasi adalah keterampilan kunci untuk masa depan karena kemampuan literasi yang baik memungkinkan seseorang untuk memahami, menganalisis, dan menggunakan informasi secara efektif. Pada saat ini, literasi kurang diminati oleh siswa. Hal itu menyebabkan kurangnya kemampuan siswa dalam hal literasi. Literasi menjadi hal yang membosankan bagi siswa. Padahal literasi sangat diperlukan untuk kehidupan sehari-hari dan bermanfaat di berbagai bidang. Ketidaktertarikan siswadidik membuat nilai literasi Indonesia berada di urutan bawah di seluruh dunia. Penulisan artikel ini, bertujuan untuk mengetahui penerapan model pembelajaran project based learning (PjBL) terhadap literasi skill siswa di SD Namira School Probolinggo. Metode penelitian menggunakan pendekatan kualitatif. Pengumpulan data menggunakan wawancara mendalam, observasi dan dokumentasi. Berdasarkan hasil penelitian dapat disimpulkan bahwa guru telah berhasil meningkatkan literasi skill pada siswa kelas 4 SD Namira School Probolinggo khususnya pada literasi sains. Hal ini terbukti dengan hasil presentasi dari setiap kelompok yang ada. Semua kelompok mampu menjelaskan perubahan wujud zat yang terjadi yaitu perubahan wujud zat cair ke padat yang terjadi pada pudding.

**Kata kunci:** Literasi skill; model pembelajaran Project Based Learning (PjBL)

### INTRODUCTION

Literacy is a key skill for students for the future because understanding, analyzing, and using information effectively is possible with good literacy skills (Aydınlar et al. 2024). In this digital age, information is widespread and everyone can access it easily from the internet and social media (Smit, Swart, and Broersma 2024). Therefore, literacy is becoming increasingly important in understanding the information available. In addition, literacy skills are also key to success in various fields. For example, in the academic field, literacy helps students to understand subject matter, evaluate information sources and produce quality written work. In the career field, good literacy skills enable one to communicate effectively, manage information and make good decisions based on data (Anonymous, 2020). For example, it is important for a professional teacher to have literacy skills to search for information, reason, solve problems, and provide alternative solutions to learning.

The process of conveying knowledge from one person to another is the essence of the teaching and learning process. For example, we need the right method so that students are able to understand quickly. Law No.20 of 2003 explains that the duties of a teacher are heavier where the teacher not only conveys knowledge but other various duties and a lot that teacher has to do, namely galvanizing students to become complete human beings. Teachers are required to master all kinds of abilities as competent teachers in their fields (Rahmawati, Abdullah, and Widiaty 2024). The skills in question include teaching techniques, knowledge of what is taught, teaching methods used, skills in preparing teaching tools/media, attitude, and so on (Sari & Angreni, 2018).

The results of observations that have been made on March 11–15, 2024, found that some students look lazy and bored when doing reading activities about the cycle of changes in the form of objects; among them are chatting alone and joking with friends. At this time, literacy is less attractive to students. This causes a lack of student ability in literacy. Literacy becomes a boring thing for students. Even though literacy is very necessary for daily life and is useful in various fields. The disinterest of students makes Indonesia's literacy scores at the bottom of the world. To understand the application of the Project Based Learning (PjBL) learning model on students' literacy skills at Namira School Probolinggo Elementary School is the purpose of this research.

Learning problems that are not yet optimal and the lack of students' interest in reading in learning is 64% of 35 fourth grade students of Namira Elementary School Probolinggo T.A. 2023/2024. By paying attention to these various situations, the researcher wants to know more deeply about the application of the PjBL learning model in fostering students' literacy skills at Namira Probolinggo Elementary School. The importance of the PjBL learning model is to motivate students by involving them in learning, providing learning opportunities for various disciplines and helping life linkages outside of school (Peng et al. 2022). This is in line with (Chen and Yang 2019) the PjBL learning model can provide unique opportunities because teachers build relationships with students as facilitators, provide opportunities to build relationships with large communities, and make students more active and successfully solve existing problems.

Based on the above explanation, the purpose of this research is to describe the implementation of the PjBL learning model in fostering literacy skills at Namira Kraksaan Probolinggo Elementary School.

## **METHOD**

A qualitative approach with a naturalistic inquiry type of research is the approach used in this study. The characteristic of qualitative research is naturalistic. Naturalistic is a technique used to obtain natural direct activities in the field (Bogdan & Biklen, 2007). This investigation was conducted at Namira School Probolinggo Elementary School, Probolinggo Regency, East Java Province. In this study, the informants were fourth grade homeroom teachers and fourth grade students. Data collection in this investigation used several techniques, namely interviews, observation and documentation. Observation is a technique used in data processing and data analysis. Observation is carried out on learning activities using the Project Based Learning (PjBL) learning model.

## **RESULT AND DISCUSSION**

### **Results**

Data were obtained from interviews, observation, and documentation. Interviews were conducted with teachers and students. Interviews with class teachers were conducted on April 23, 2024, regarding learning in class IV. The results of the interview showed that the teacher fully understood what the project-based learning model was. Project-based learning trains students to be more active during the contextual teaching and learning process so that it is directed according

to the schedule given. PjBL learning is very impressive for students. The project-based learning model can also be applied to other subjects besides IPAS, such as social studies, SBdP, civics, and mathematics. The way that class IV teachers prepare for IPAS learning with PjBL, among others, is that teachers plan in advance, such as teaching modules and LKPD, then prepare and condition students, then arrange schedules and coordinate students. PjBL hones students' skills; besides that, students can also learn while playing.



Figure 1. Interview with teachers about the application of the PjBL model

Teachers apply PjBL by following the PjBL syntax. There must be a schedule for planning and organizing learning activities. This organization can be in groups or individually. In PjBL, the project results can be digital, such as poster arrangements, photos when praying in congregation, and videos. The teacher conveys the material two days before the learning takes place to be prepared. For the material, the teacher gives LKPD, and the LKPD students do a lot of questioning and feedback. Because the teacher delivered the material two days ago, the students have learned and found out in advance. So, students understand a little better. Reinforcement is given to students after learning takes place so that they understand.

Students' response to the implementation of the PjBL learning model is very fond and interested, because they do it themselves and explore their own work. Sometimes, the orders that the teacher gives and the results made by students are very different and more than the teacher imagined. When learning takes place, the atmosphere is very pleasant, students create projects, design and discuss. This makes students more motivated and not bored.

The next interview was with a student named Dita Puspita on April 23, 2024. She felt happy after teaching and learning activities with the PjBL model, the reason was that she did not feel bored with learning using the model, besides that there was always teacher guidance. Therefore, according to her, the PjBL model is a fun learning model. The second student interviewed was Anggraini Dwi Kusumawati. The result of the interview is that students feel happy after the teaching and learning process takes place using the PjBL model. The reason for this student is that according to her, the PjBL model is one of the models that can change students to be more active which begins with giving questions about the material that will be made into a project. Other students also felt the same way. Dini Nur Ariani likes the Project Based Learning (PjBL) model because it does not only focus on the teacher but can also experience making projects with group friends.

The results of teacher observations on fourth grade students of Namira School Probolinggo Elementary School, totaling 24 students. Consisting of 15 students and 9 students, the application of the PjBL model in IPAS lessons is very beneficial.

a. Project Determination

Researchers made direct observations during learning to collect data. The first thing students do is observe the learning media brought by researchers regarding changes in the form of substances, after students observe the learning media brought by researchers, researchers ask questions to students related to the learning media. Then students determine the problems that can be studied in each group. Based on the observations above, the results obtained are that students can determine their projects and can answer questions given by researchers.



Figure 2. Project determination

b. Developing a Project Plan

The next stage, the researcher explained the technique of making a project plan in accordance with the material that the teacher had given to the participants, then the students could determine the schedule with their group friends in the stages of making their respective projects, and also always within the reach of the researcher.

Students can develop a highly successful plan for their individual projects based on the findings of the observation. Students become more industrious and less prone to boredom. When students prepare projects with seriousness, this is evident.

c. Creating a Schedule

The next stage, the researcher made a schedule for collecting projects that students had to accept in collecting their project assignments. After the schedule was agreed upon, they began to pay attention to the time limit for making the project. The researcher explained the stages in making chocolate pudding. Students paid close attention to the teacher's explanation. Based on the observation, it can be seen that students agreed to the schedule made by the researcher in collecting the project.



Figure 3. Creating a Schedule

d. Monitoring Project Work

The next stage, the monitoring stage of the project work carried out by the researcher. The goal is that students are able to work on tasks in accordance with the plans that have been made and completed within the time determined together. Based on the results of observations, students feel much more prepared for the project because the researcher always accompanies students in their project work.

e. Presenting Project Results/Project Trials

In the process of making projects, each group works on their projects with full responsibility according to their respective duties. Each group member cooperates with other group members. This aims to make students have a sense of responsibility and can make students learn independently and be more confident in their work.

After the time was up, the researcher asked students to present their work where each group went to the front of the class. Based on the results of the researcher's observations obtained when students presented the results of their projects, it can be seen that all students have worked hard in making their projects.

f. Evaluation of project-based learning.

At the end of the lesson, the researcher appreciates the group work that has been made. The researcher and students together summarize the material that has been learned, in which each student is asked to have an opinion. After that, the researcher conducted an evaluation on each group. Students follow the learning until the end of the hour.



Figure 4. Evaluation of project learning

Grading is the last part of learning. The researcher gave grades according to the observations made by the researcher. Group representatives collected their work and evaluations to the front of the class and then assessed. Finally, the activity was closed with prayer.

Based on the description above, it can be concluded that the learning process that takes place in the application of PjBL in IPAS class IV SD Namira School Probolinggo has been well implemented.

### Discussion

This study collected data on the application of PjBL in IPAS lessons on the material of Changes in Substance Forms. The materials in making this project are agar powder, water. The tools used include a stove, small pot, spoon, agar mold. Based on the observation results, it was found that students felt happy after participating in learning with the PjBL model in the IPAS lesson. In addition, this model is very effective in learning. Students dare to answer questions from the teacher, they are able to plan projects, therefore they do not feel bored in learning because students are more active in learning (Guo et al. 2020).

The application of the PjBL model can improve students' science literacy, where students learn to make scientifically correct decisions and learn to understand the natural and social phenomena around them. Science literacy aims for students to be able to utilize scientific knowledge, look for questions in the phenomena that occur, and make conclusions based on existing evidence and make decisions according to nature, which is known as PISA science literacy (Aiman, Amelia, and Ahmad 2020).

The project carried out by students made observations of changes that occurred in the liquid agar-agar which was heated and then allowed to stand for a while. Students can conclude that the change in the form of the substance that occurs is the change from liquid to solid. They can correctly conclude the events or phenomena of changes in the form of objects that occur.

The phenomenon of changing the form of objects is science knowledge, science process, and science attitude development. This is the most important thing in developing students' science literacy so that students not only know science concepts but also can implement science skills in solving various problems and making decisions based on scientific considerations. (Cakrawala, Vol, and Juli 2017).

In the observation, it was found that students were more active in discussing with other students and the teacher. Which, by discussing together they can complete the task given by the teacher, namely making pudding. Likewise, students who are usually not enthusiastic about learning have the intention to learn, because the teacher gives practical tasks. So that they do not only focus on books or teacher explanations. Furthermore, from the results of observations that have been made, most students have been able to work together in making a project, namely

making pudding well. Observation activities are one of the literacy skills such as gathering information from these activities (Zulkarnain et al. 2024).

The results of student observations show the use of this learning model students can complete the tasks given by the teacher well. Students can also carry out the steps of the project-based learning model (PjBL) well. From the observation, it is found that by applying the PjBL learning model, students can present their group work assignments appropriately and well, students who usually do not like to come forward, students try to appear because they can explain the results of the project with confidence because of the support of the teacher and their group. This can improve problem solving skills so that in the long run it can improve student learning achievement (Holm 2024).

## CONCLUSION AND SUGGESTIONS

Based on the results of the study, it can be concluded that the teacher has successfully implemented the PjBL model in fostering literacy skills in 4th grade students of Namira School Probolinggo, especially in science literacy. The implementation of the PjBL learning model goes through stages including: 1) determining the project: the first thing students do is observe the learning media brought by the teacher regarding changes in the form of substances, 2) developing a project plan: the technique of making a project plan is in accordance with the material that the teacher has given to the participants, then students can determine the schedule with their group friends in the stages of making their respective projects, and also always within the reach of the teacher 3) making a schedule: making a schedule for collecting projects that students must receive in collecting their project assignments, 4) monitoring project implementation: the stage of monitoring project work carried out by the teacher, 5) presenting project results: each group works on their projects with full responsibility according to their respective tasks, 6) evaluating project-based learning: appreciating the results of group work that has been made. Furthermore, the teacher and students together conclude the material that has been learned. This is evident from the presentation results of each group. All groups were able to explain the change in the form of substances, namely the change in the form of liquid to solid substances that occur in pudding.

To improve the implementation of the PjBL model that has been successfully applied, it is recommended that teachers enrich the material by adding topics of changes in the form of other substances, such as changes from gas to liquid. Teachers should also attend continuous training related to PjBL and science literacy to be up-to-date with the latest methods. In addition, schools can provide more resources and learning aids to support students' projects, and invite the participation of parents and communities in supporting the learning process. Conducting regular evaluations and using feedback from students to adjust teaching methods is also very important. Finally, increasing collaborative activities between groups can enrich students' social and cooperation skills.

The implementation of PjBL has some limitations that need to be considered. First, time constraints in a tight curriculum can be a challenge in carrying out all stages of PjBL optimally. Second, variations in students' ability to understand and apply science literacy can cause some students to fall behind. Third, the limited availability of resources in schools can limit creativity and innovation in student projects. Fourth, the lack of parental and community involvement may hinder the effectiveness of PjBL. Finally, the subjective nature of project evaluation may cause dissatisfaction or unfairness in judgment, so clear and objective evaluation standards are needed. By considering these suggestions and limitations, the implementation of PjBL at Namira School Probolinggo can be more effective and sustainable.

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